**Reading the World: Exploring Daily Argument**

**Quicklist**

Bernabei. *Crunchtime.* p. 14

The problem: *Students can feel trapped when they have a prompt and no ideas.*

The solution: *Writing a quicklist is a painless way to give them choices of their own.*

“How can I write about an adventure I’ve had when I haven’t had any yet?” (students)

Number your paper 1-10.

1 and 2: two ways you spend your time

3 and 4: two things you like that others don’t

5 and 6: two topics of conversation

7 and 8: two books/tv shows you are watching/reading

9 and 10: two things everyone else likes but you don’t

See “Finding Arguments in a List of Topics”

**Developing Fluency: Writing Sprints**

This strategy encourages students to write a lot of words and perhaps find an idea worth stretching. Choose a topic from quicklist and sprint for a one minute timed write. See “Writing Sprints” page from Session One.

**Making Claims at a Glance**

Arguments are everywhere.

Take two minutes to examine photo/text and make a claim.

* **Arguments of Self-Interest**

Forming arguments is as natural to us as storytelling. We constantly read the world around us. The instant evaluations and claims we make about people, places, and things happen so quickly that we may not realize it. So take time to slow down and write to explore and identify the ways we engage in argument every day.

Notebook Exploration #1: Identify arguments in daily life.

* Identify daily conversations that illustrate arguments of self-interest. Consider small ways you defend yourself against family members or friends; ways you persuade yourself to do something such as buy a sweater that is a color you never wear, or a pair of shoes that seem a bit too expensive; or ways you avoid or maintain healthy eating or exercise. Most of these arguments are based on self-interest.
* Create a t-chart. List 2 - 3 times you formed a convincing argument of self-interest.

Times I Convinced Someone Times I Convinced Myself

Notebook Exploration #2: Explore self-interest arguments by writing “I” statements.

* Select two daily arguments from your convincing arguments list--one from each side of the t-chart.
* Decide what might have been the primary purpose for your argument. Most daily arguments have one of two possible purposes: 1] defend yourself or 2] achieve a goal. Use the sentence stems below to explore your self-interest arguments.

DEFEND: Arguments that defend often have a “but” at the heart of the conversation. You want something. You feel misunderstood. You think you are right. Try these stems to get started. Or invent your way to explore an argument of defense.

I can see that you want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I don’t want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

So I want you to understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ACHIEVE:Arguments that achieve often have a“because” or “so that” or “then” at the heart of the conversation. You have a goal that is important. You need to remind yourself of the importance of the outcome. You are faced with a challenge while achieving the goal. Try these stems to get started. Or invent your way to explore an argument or achievement.

I’m doing [this] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If I do this \_\_\_\_\_\_\_\_\_\_\_then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Notebook Exploration #3: Turn and talk to examine why and how you form arguments every day. Use the following questions to reflect and examine arguments that occur in your daily life. Then turn and talk to a partner to compare your thinking.

1) What seems to be your primary purpose when you are trying to

convince someone or yourself?

2) What makes you convincing?

3) What small surprises emerged as you wrote about these daily

arguments?

* **Arguments at a Glance**

Responding to daily arguments happens automatically for us. Every day

we are bombarded with arguments in advertising, the media, and newspapers.

We may not think, “Oh, here is another claim about the way I should live, or

what is important, or why I should believe something.” Most often we respond

instantly, form a quick-opinion or claim and move on. However, some of these

daily claims may instigate action or deeper thought. The arguments we face in

the world have many purposes. Two primary purposes might be 1] SELL a

product; 2] ADVOCATE for a belief or value. So take time to slow down and

write to explore and identify the ways we engage in arguments at-a-glance.

Notebook Exploration #1: Talk back to the texts that “live” in the world around you.

* Read a set of texts and write down the instant-judgments or instant-claims that you make. What do you think? What is your position? If you have to pause too long to think about it, write your first thought or skip it and move on to the next text in the set. You may be surprised how quickly you decide on a claim about a text.
* Do not worry about being right or stating a “perfect” claim. In this moment, you are discovering how quickly you form opinions and make claims.

Notebook/Phone Exploration #2: Collect texts from your life.

* Spend the weekend collecting texts that make arguments. Watch for arguments that are selling something or advocating for something.Or if you find texts that have a different purpose, collect those too.
* Snap a picture of the text with your phone. OR keep a log in your notebook of times you shared your views about argumentative texts with family or friends.
* Talk back to these texts in your notebook.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Argument/Claim | Type of Text | Where you encountered | How you shared your views |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Notebook Exploration #3: Turn and talk to examine why and how you form arguments every day. Use the following questions to reflect and examine argumentative texts that occur in your daily life. Then turn and talk to a partner to compare your thinking.

1) What kinds of argumentative texts did you find? Were they selling or

advocating? Or did they have another purpose?

2) How quickly do you form opinions? How do you engage in arguments

with others in your life?

3) What small surprises emerged as your wrote about or talked with others

about these texts?

* **Join the Conversation**

<http://bits.blogs.nytimes.com/2013/09/01/disruptions-more-connected-yet-more-alone/?_php=true&_type=blogs&_r=0>

**Use your voice to interact with and write through a text.** Reading is thinking. As we read, whether in or out of school,we think. Sometimes these thoughts distract us from the text because we are reminded of an event from our own lives. So we leave the text for just a bit to enjoy that memory.These distracting pauses may not help us understand the text. However, reading as a knower and claim-maker achieves two things: 1] you interact with the ideas in the text and 2] you join the conversation when you stop and jot down your thoughts. So take time to interact with a text by stopping and jotting down your thoughts connected to the text. This way of reading will slow you down, but you will not read like this all the time.

Notebook Exploration #1: Read by writing through a text. Stop and jot to capture your thinking, responses, and claims.

GUIDE TO STOP AND JOT

Option 1: Pre-Determined Stopping Points

* Put three dots in random spots throughout the text.
* Read to the dot.
* Pause and write your thinking. The questions below are possible ways of talking back to the text.

1) What reactions do you have to the evidence/information or claims in the

text?

2) What do you know about the topic or claims that might be added to the

/information in the text?

3) What is your view on the topic or claims in the text?

Option 2: Stop to Talk Back

* Read to a spot you finding interesting.
* Pause and write your thinking. The questions below are possible ways of talking back to the text.

1) What reactions do you have to the

evidence/information or claims in the text?

2) What do you know about the topic or claims that

might be added to the evidence/information in the text?

3) What is your view on the topic or claims in the text?

* Push yourself to stop multiple times.

Notebook Exploration #2: Loop Writing (from Peter Elbow)

* Reread your writing and underline the sentence or phrase that seems most important or most interesting.
* Put that sentence/phrase at the top of a clean page.
* Write from that sentence/phrase to dig deeper. Write to surprise yourself.
* Continue the looping process several times to push for insights or innovative thinking.

Notebook Exploration #3: Turn and talk to examine why and how you talk back to a text.

Use the following questions to reflect and examine the reactions, personal knowledge, claims, and/or insights that emerged in your writing. Then turn and talk to a partner to compare your thinking.

1) What places in the text grabbed your interest? What do these stop and jot spots have in

common?

2) What personal view of the topic emerged for you as you stopped and jotted through the text?

3) What claim would you want to make about the topic now?

**Creating Habits of Writing: Doing and Making**

As a writer, I lean on my writing habits—the day-to-day ways I get ideas, think through an idea, understand the texts and ideas of others, or form claims about these ideas. I have a repertoire of strategies that formed these habits. And I use them again and again. At first, I write to discover. Doing writing in this way, I learn what I know, what I understand, how my views agree or disagree with others as well as the multiple perspectives that exist in the world. Doing this kind of writing helps me make arguments when I talk or when I write. It also helps me read arguments and talk back to them. However, these habits go beyond writing to discover. I use them as I draft and revise as well—times I get stuck, trying out a new angle on an idea, making sense of a source, or rethinking my line of reasoning.

Putting students in the position of writer gives them the same authentic role I take as a writer; and it creates a different way of living in classrooms. In this position, students engage with writing strategies and tasks as a writer and thinker. And if the strategies are used again and again, these writing strategies build habits of thinking and ways of making decisions about ideas and the development of texts. They become do-er and makers.

Linda Denstaedt

Oakland Writing Project (MI)

The table below lists five habits I value as a writer, and it includes the list of strategies in this OLÉ that can build these habits.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing Strategies** | **Writing Habits** |  |  |  |  |
|  | *Observing*  *the world* | *Generating to explore & imagine* | *Revisiting to reflect & analyze* | *Close Reading*  *of Texts* | *Apprenticing processes & decisions of other writers* |
| Writing Territories | **X** | **X** |  |  |  |
| Writing Sprints, Quickwrites, or  Freewriting | **X** | **X** | **X** |  |  |
| T-charts | **X** | **X** | **X** |  |  |
| Sentence Stems |  | **X** |  |  |  |